## Non-Credit Elective Title

Fellowship in M1 Education

### Course Number

MDC 0958

### Location

PISCATAWAY

### Elective Director(s)

Emine Ercikan Abali, PhD  
Jim Millonig, PhD,  
Siobhan Corbett, MD

### Elective Faculty

Emine Ercikan Abali, PhD  
and others

### Elective Contact

Emine Ercikan Abali, PhD

### Contact Phone/Fax/Email

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### Blocks Available

FALL/SPRING SEMESTERS

Meets during 10 weeks of the year  
MIN ; MAX

### Duration/Weeks

2

### Hours Per Week

2

### Students

20 MAX

### Lectures/Seminars

YES

YES

### Outpatient

No

### Inpatient

No

### Night Call

No

### Weekends

No

### Lab

No

### Exam Required

No

### Overall Educational Goal:

Through participation in this elective, MD/PhD students who completed the pre-clinical years will develop communication and leadership skills by acting as facilitators in small group discussions, improve teaching skills by developing case-oriented problems for M1 courses and exhibit professional attributes by serving as a role-model to 1st year medical students. Permission from research mentors is required.

### Objectives

#### I. Patient care

Students must be prepared to provide patient care that is compassionate, appropriate, and effective.

- Gather essential and accurate information about their patients.
- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preference, up-to-date scientific evidence, and clinical judgment.
- Work as members of multi-disciplinary health care teams to provide patient-focused care.

*Students will work with patient-cases and provide best patient care possible to these virtual patients*

#### II. Medical knowledge

Students must demonstrate knowledge about established and evolving basic and clinical biomedical sciences, including epidemiology and social/behavioral sciences, & their application of this knowledge to patient care.

- Demonstrate knowledge and application of the basic and clinical sciences relevant and appropriate to the clinical practice of medicine.

*Students will demonstrate integration and application of knowledge in the basic sciences for problem solving.*

*Measurement/Evaluation: faculty observation in small group discussions*
Demonstrate an investigatory and analytical thinking approach to clinical situations.

Students will interpret patient cases to integrate them with biomedical basis of diseases and write questions to 1st years students relating to the cases. Students will submit these cases to scholarly education journals or organizations.

Measurement/Evaluation: Faculty observation and feedback

III. Practice-based learning and improvement

Students must be able to engage in self-evaluation regarding their academic & clinical performance, develop plans for personal improvement, and recognize how the application of new learning can be used to improve patient care.

- Demonstrate strategies to analyze academic and clinical performance over the course of their professional careers, and develop improvement plans, in a methodical fashion.

Students will facilitate and improve the learning experience of first year medical students by bringing their biomedical research experience and by bringing back their knowledge from previous years.

Measurement/Evaluation: faculty observation in small groups; peer evaluation

- Locate, appraise, and assimilate evidence from scientific and clinical studies related to patients' health problems.

Students will interact with classmates to formulate and write case studies and multiple choice questions regarding the biomedical basis of disease.

Measurement/Evaluation: faculty observation in small groups; peer evaluation

- Facilitate the learning of other students and health care professionals.

Students will be practicing the principles of cooperative team learning with classmates and will be teaching 1st year medical students in the small group discussions.

Measurement/Evaluation: faculty observation in small group/ peer evaluation

IV. Interpersonal and communication skills

Students must be able to demonstrate interpersonal & communication skills, both verbal and written, that results in effective information exchange with patients, patients’ families, peers, and other health professions colleagues.

- Create and sustain a therapeutic and ethically sound relationship with patients in order to effectively communicate their health care needs, including situations involving sensitive, technically complex, or distressing information.

- Utilize appropriate and effective communication strategies, including nonverbal, explanatory; questioning and writing skills, to both elicit and provide health care information to patients and their families, with peers, and with other health professions’ colleagues.

- Work effectively with others as members of a health care team, including peers, residents, faculty and other health care professionals.

Students will demonstrate team behavior by their participation in the process of writing patient cases and questions regarding the cases and effective communication skills by being facilitators to 1st year medical students during small group discussions.

Measurement/Evaluation: Faculty observation, feedback and peer evaluation.

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V. Professionalism

Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principals & sensitivity to a diverse patient population.

- Demonstrate respect, compassion, and integrity in interactions with peers, patients, and other health professionals.

  Students will demonstrate standards of professionalism, including respect, honesty, reliability and responsibility, in interactions with faculty, staff, peers, and patients.

  Measurement/Evaluation: professionalism form

- Recognize and address personal limitations, attributes or behaviors that might influence their effectiveness as a physician.

  Students will demonstrate commitment to self-development and to excellence through self-guided learning and introductory sessions held before the small groups.

VI. Systems-based Practice

Students will be able to function effectively in teams and within a larger organizational structure. They must demonstrate an awareness of the larger context & system of health care and of the resources available within the system to provide optimal care to individual patients and groups. Finally, students must demonstrate awareness of current barriers to health care and of the various strategies designed to assist patients in gaining access to care.

- Know how types of medical practice and delivery systems differ from one another, including their methods of controlling health care costs and allocating resource.

  Students will describe individual physician roles in improving health care quality and equality.

  Measurement/Evaluation: faculty evaluation.

- Students will identify important local, regional, national, and global health concerns; including tobacco dependence and other forms of addiction.

  Measurement/Evaluation: faculty evaluation.

- Students will describe population-based differences in access to and quality of health and health care on the national and international level.

  Measurement/Evaluation: faculty observation

BRIEF DESCRIPTION OF ACTIVITIES

Teaching is an integral part of medical education. This elective provide students with experience in medical education. This course provide students with skills involved in teaching and evaluation such as development of small group cases, question writing, teaching/listening as a facilitator small groups and evaluation. Students will be encouraged to submit their cases to peer-reviewed medical education journals or as conference abstracts.

Students are expected to perform a combination of these plus no less than 3 small group activities as co-facilitators.

METHOD OF STUDENT EVALUATION

Students successfully complete the course by accumulating 20 hrs during the year through involving several activities such as teaching a lecture, preparing for a lecture, preparing a case-study, writing questions and at least 3 small groups as facilitators.